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ABSTRACT

With student-counselor ratios generally high and with funds generally limited, it is imperative that counselors concentrate on the priority needs of the students, and that they plan deliberately and carefully to meet those needs. This document is a collection of forms and outlines developed and utilized by the Kentucky State Department of Education, Division of Guidance Services, to provide information on: (1) needs assessment--solicited input from students, parents; (2) student performance objectives based on the identified needs of the students; (3) evaluation of the outcomes--analyzed degree of success and implementation of the program; and (4) utilization--planned use of the information for the furtherance of the counseling and guidance programs. Use of the materials in the division's workshops provides opportunity for participants to strengthen skills in the analysis of outcomes, to acquire new ideas in regard to evaluative techniques, and to identify ways by which the results may be employed to the advantage of the schools' guidance programs. (Author/HMV)

ED 092836

MEMORANDUM

TO: Counselors

FROM: Curtis Phipps, Director, Division of Guidance Services

RE: Guidance Planning and Evaluation for 1973-74

DATE: July 20, 1973

Enclosed you will find the guidelines and forms for planning and reporting your guidance program for the school year 1973-74. Deadline for submission of your plan is October 15, 1973.

The approach to planning which is recommended by the Division is basically the same as the one last year; however, you will note that the forms for reporting have been simplified. Please read the directions before writing your plan.

More detailed information concerning your evaluation of your program will be sent at a later date, but the report form will probably be the same as the one you used last year. Although the final report of the evaluation of your program is not due until June 15, 1974, it will be helpful if you accumulate some in-process evaluations of various aspects of your program throughout the school year.

Please contact your supervisor if you need assistance.

DATES TO REMEMBER:

OCTOBER 15, 1973	Submission of plan
JUNE 15, 1974	Submission of evaluation

CG 008 988

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DIVISION OF GUIDANCE SERVICES
BUREAU OF PUPIL PERSONNEL SERVICES
KENTUCKY DEPARTMENT OF EDUCATION

GENERAL OUTLINE FOR GUIDANCE PLAN

I. School Identification Data — Date Completed _____

II. Copy of School Calendar

III. School Philosophy of Education — Date Completed _____

IV. School Guidance Philosophy — Date Completed _____

V. Needs Assessment — Date Completed _____

VI. Implementation of Guidance Program

- A. Goals — Date Completed _____
- B. Objectives — Date Completed _____
- C. Activities — Date Completed _____
- D. Evaluation — Date Completed _____

DIVISION OF GUIDANCE SERVICES
BUREAU OF PUPIL PERSONNEL SERVICES
KENTUCKY DEPARTMENT OF EDUCATION

Directions for Preparing Plans for School Year 1973-74

Section I — School Identification Data

Complete the enclosed school identification data form.

Section II — School Calendar

Attach a copy of your school calendar for this year.

Section III — School Philosophy of Education

Every school should have a philosophy of education on which to base its activities. Consequently, every program of guidance within each school should have a philosophy which coincides with (1) its school philosophy and (2) sound principles of guidance program development. Therefore, you should begin the development of this year's plan with a close examination of your school's philosophy of education.

Section IV — School Guidance Philosophy

Your school's guidance philosophy should reflect its educational philosophy and be a product of the collective thinking of the school's guidance committee and other persons involved in implementing the guidance program. It should take into consideration current needs and current trends in guidance within your individual school.

Section V — Needs Assessment

Although general developmental needs for students may remain basically the same from year to year, specific guidance needs may vary from year to year and from school to school. The guidance needs of all students, whether developmental/preventive or crisis/remedial in nature, should be based on a current needs assessment and a careful consideration of the effectiveness of last year's program.

Some techniques for the identification and recognition of needs are: evaluation studies of the guidance program, systematic objective appraisals, questionnaires, interviews, counseling, personal inventories, statistics, analysis of objective data and records, surveys, research studies, and hypotheses. (Needs assessment materials and additional help are available through your area supervisor.)

You should indicate on your guidance plan the technique or techniques utilized in your needs assessment.

Example of a Needs Assessment Technique:	Example of a Need:
Survey of local employers indicates that students applying for jobs seek employment in occupations for which they are not appropriately prepared.	Students need to know more about selecting and preparing for an occupation.

Section VI Implementation of Guidance Program

A. Goals

Planning a guidance program is a continous process, each aspect being a link to the ones preceding and following it. Consequently, goals of your guidance program are natural derivatives of the identified guidance needs. It is possible that you may identify more goals than it is practical for you to achieve within a given time; therefore, it is imperative that you establish some priorities in regard to their feasibility and immediacy. Your plan should include only those goals and objectives for which you are deliberately and carefully planning and focusing on. It should not include all routine activities and aspects of your work as a counselor.

Ex. To help students learn how to select and prepare for an occupation

B. Objectives

Each goal in turn may subsequently lend itself to a number of student performance objectives. Student performance objectives should be related to what you hope students will accomplish as a result of the experiences and activities you provide, not what counselors or teachers will do to or for students (Such items should be listed naturally under activities.), and they should be based on a realistic estimate of what it may be possible to accomplish. For instance, one might set a higher level of expectancy for an accelerated group than one would for a basic group depending on the nature of the objective. The level of expectancy set in the objective (60% of the students will...) must depend on the counselor's knowledge and understanding of the group with which he will be working, the facilities and activities which he will have at his disposal, and the complexity of the objective.

In writing your objectives it is well to remember that such words and phrases as each, every, all and the students imply that the level of expectancy is 100%, and that such words as increase, improve, gain, change, decrease, and reduce indicate that change is expected and will necessitate both pre- and post-checks. The more exact and specific the wording, the easier it will be to identify suitable activities and appropriate evaluative procedures.

The student performance objective should indicate who will accomplish what (Behavior and outcome must be observable.) as the result of a specified experience or experiences and how the outcome will be measured. The statement should include some indication of the time by which the objective should be reached (when)and the percent (expectancy level) of students who will be able to perform the task.

Ex. At the conclusion [when] of a series of group guidance activities related to students' aptitudes and occupational exploration, 70% [expectancy level] of the eighth grade students [who] will list [what] at least three [measure] occupations which relate to their own specific aptitudes.

Verbs which are difficult to evaluate:

capable of	motivate	familiar with
interested in	realize	enjoy
aware of	appreciate	understand

Specific verbs which lend themselves to evaluation:

compare	discuss	label	paint	analyze	tell
describe	write	name	assemble	apply	state
list	say	draw	specify	mark	explain
build	show	answer			

C. Activities

Just as each goal lends itself to a number of student performance objectives, so may there be multiple activities used to implement each objective. The activities must be directly related to the accomplishment of the objective and provide experiences which will enable the student to acquire the necessary information or skills.

If the activities are not carefully selected and planned, the student will be unable to meet the objective, and evaluation will not be valid. The variety of possible activities is limited only by the facilities available and the imagination of the planner and need not be costly. Whenever possible, activities should be conducted through subject areas and with the cooperation of the classroom teacher.

Possible activities include:

field trips	games	panel discussions
films	handcrafts	essay assignments
filmstrips	tests	library work
interviews	debates	

D. Evaluation

An evaluation to determine to what degree the activities employed met the objective and thereby satisfied the need is essential. Whatever evaluative instrument is utilized, it must be specifically directed toward and relevant to the objective it is to check. Although it is necessary for you to evaluate each objective, it is possible that the evaluative instrument utilized may actually evaluate more than one of the indicated objectives at the same time. For instance, the same student matching list or questionnaire may indicate not only the student's capabilities and aptitudes, but also his recognition of the aptitudes necessary in specific occupations and how they relate to him.

An evaluation, however, is not just whether or not the expectancy level was met. Rather, it should also be concerned with why the objective was or was not met. Objectives may not be met for a variety of reasons, some of which may or may not be under the counselor's control. Consequently, you should look carefully at the implementation of your program and analyze what actually occurred, remembering that a thorough evaluation may be the first step in your next assessment of students' needs.

In general, it is better to obtain evaluations of different phases of your program throughout its implementation rather than to wait until its completion and get just one. Such in process evaluation can indicate changes which may be needed at the time as well as provide valuable information for your final analysis.

Suggested procedures for using your program evaluation:

1. Review goals and objectives planned for the year.
2. Analyze results to determine what has actually happened.
3. Compare actual outcomes with desired outcomes and determine discrepancies between the two to get a measure of adequacy.
4. Determine future needs and set priorities.
5. Report results.

Division of Guidance Services
Bureau of Pupil Personnel Services
Kentucky Department of Education

I SCHOOL IDENTIFICATION DATA

A. Name of school: _____ Phone: ( ) _____

School address: _____
Street City School District

B. School organization: _____ elementary; _____ junior high school or middle school; _____ high school

C. Total school enrollment: _____ Pupil:Counselor ratio: _____

D. Qualified guidance personnel in the school:

Name	Home Address	Home Phone	% Time*

* % of time released for guidance program in this school for each counselor

E. Brief description of school setting and student population:

F. School testing program:

Name of Test	Grade Level Administered

G. Persons involved in the preparation of this plan:

Superintendent _____ Principal _____ Guidance Committee _____

Counselor _____ Students _____ Parents _____ Others _____

H. Signatures:

This is to certify that I participated in the formulation of this plan, that I concur with the goals and objectives, and that I pledge support of the planned activities.

Superintendent (or Authorized Representative)	Principal
Counselor Submitting Plan	Chairman of Guidance Committee
Date Submitted to Division of Guidance Services	Date Received by Division of Guidance Services

LEVEL: State the level with which you will be working.

NEED: State the identified need from your needs assessment which you are focusing on.

GOAL: State what you hope to accomplish in regard to this identified need.

STUDENT PERFORMANCE OBJECTIVES	ACTIVITIES	PLANS FOR EVALUATION
List here the student performance objective(s) for each of the goals which you are emphasizing this year. Be sure to include: WHO is involved WHAT they will be expected to do WHEN they should be able to do the task The EXPECTANCY LEVEL of success A MEASURE of how well each student should be able to perform the objective	List here all of the activities (i.e., students', counselor's, teachers') which you use to implement each of your objectives.	List here how you plan to evaluate each of your objectives.

DEFINITION OF TERMS

NEED: A need is a statement that includes the purpose or reason for conducting a particular activity, project, service, or phase of the guidance program. The need should relate directly or indirectly to a determined specific or developmental student need.

GOAL: A goal is a general statement indicating what one wants to accomplish to meet a student need. Goals are usually not measurable.

STUDENT PERFORMANCE OBJECTIVE: The student performance objective is a statement which indicates who will accomplish what (Behavior and outcome must be observable.) as the result of specified experience(s) and how the outcome will be measured. The statement should include some indication of the time by which the objective should be reached and the percent of students who will be able to perform the task.

EXPECTANCY LEVEL: The expectancy level is the anticipated number or percent of students who will meet the performance objective.

ACTIVITIES: Activities are all of the planned experiences designed to meet or contribute toward meeting a stated objective.

RESOURCES: Resources are all of the materials, equipment, supplies, and resource persons to be used in relation to those activities designed to meet some objective.

EVALUATION: Evaluation is that method used to determine if the stated objectives have been met. It should involve an analysis of the implementation of the program as well as the expectancy level.

COMMONWEALTH OF KENTUCKY

Department of Education

FRANKFORT 40601

TO: COUNSELORS

FROM: DIVISION OF GUIDANCE SERVICES

RE: NEEDS ASSESSMENT

DATE:

In response to the expressed needs of counselors for assistance in the development of a guidance plan that will document program needs and accomplishments at the local level and to provide a more effective and efficient delivery of guidance services and subsequent evaluation, The Division of Guidance Services suggests guidelines that might be helpful.

Through evaluation of this years' program and planning for continued guidance services, we suggest that the counselor can:

- identify the guidance need of the students
- communicate valid and reliable information to administrators relative to resources required for support of the program
- improve guidance practices performed by the staff
- develop mutual understandings and cooperative working relationships among the total staff
- document the accomplishments of the total program

CG 008 986

NEEDS ASSESSMENT

A needs assessment is a means of identifying the guidance needs of students as viewed by the total school population i.e., students, parents, school personnel and community and of determining how well the existing program is meeting these needs.

The basic purpose of an assessment program is, therefore, to identify major needs that will require new programs or modification of the existing program.

Steps For Needs Assessment

Step I. Develop possible goals and determine important goals (Appendix A)
- A. Review examples of possible goals
- B. Prepare a comprehensive list of goals for your school
- C. Develop a checklist to be used by the participants in determining the important goals
- D. Determine groups to participate in assessment, i.e., students, parents, school personnel, and community leaders
- E. Have each group check the guidance goals they feel should be given priority

Step II. Collect and record data (Appendix B)
- A. Tally responses on each goal for each group
- B. Record total responses for each goal
- C. Circle the twenty * goals that receive the highest tally for each group (*This number is based on the use of one hundred goals. You determine the number of goals to use for your school, i.e., 5 of 20; 10 of 50; etc.)

Step III. Rate goals (Appendix C)
Phase I
- A. Identify each goal circled by a check mark in the appropriate column for each group
- B. Total the number of check marks for each goal

Step III. Determine discrepancies between the desired attainment of the circled goals and the degree to which these goals are presently being met.
Phase 2
- A. Determine the desired level of student competency relative to each of these goals

B. For each goal circled (Appendix C Phase I) determine the present level of attainment by:
   1. Using your plan evaluation data when applicable
   2. Using additional data available
   3. Making value judgments, if necessary (counselor and/or committee)

C. Rate the degree of discrepancy for each goal on the following scale
   0. Goal is being attained
   1. Goal is attained with a small discrepancy
   2. Goal is being attained to average discrepancy
   3. Goal is not being attained

D. Determine discrepancy priorities by multiplying total for each goal (Phase I) by its discrepancy score to determine the product

Step IV. Select final set of goals (Appendix D)

Phase 3
A. State goals with a "0" product (These are goals currently being attained)

B. Determine the order of priorities (e.g., highest product would receive No. I priority). State remaining goals from highest to lowest

Phase 4
C. List all factors that should be considered relative to the highest rated goals (e.g., cost, facilities, staffing, administration attitudes, community attitudes, etc.)

D. After considering all factors, list your final set of goals

TO THE COUNSELOR

We have listed seven major goals and approximately one hundred sub-goals, as a guide, to assist you in planning program activities for the next year. These goals are grouped for use on Elementary - Middle - Secondary or Middle - Secondary levels which include personal - social, career, and educational topics.

Use those that apply to your school setting and add any that you feel that would be pertinent to your situation.

APPENDIX A
STEP I
CHECKLIST

Check one ☐ Teacher ☐ Parent ☐ Student

☐ Community Leader

Place a check in front of twenty goals that in your opinion need special attention when planning the guidance program for this school for next year.

ELEMENTARY - MIDDLE - SECONDARY

Major goal To assist students in understanding themselves and developing positive self-concepts

Sub-goals

_____ 1. To assist students to feel their own importance in some school activity.

_____ 2. To assist students to feel their own importance in the roles they play in the families.

_____ 3. To assist students to approach tasks with a feeling of "I can".

_____ 4. To assist students to realize that all people make mistakes from time to time and that they should not feel bad about mistakes and try to learn to profit from them.

_____ 5. To assist students to be able to examine their feelings, "listen to feelings" of others and find emotionally healthy ways for dealing with their feeling.

_____ 6. To assist students to feel accepted and liked by others.

_____ 7. To assist students to be able to visualize themselves in a happy, productive role in society and the world of work.

_____ 8. To assist student to understand those things, both academic and non-academic, that they do best and that interest them most.

_____ 9. To assist students to feel accepted and liked by others.

_____10. To assist students to feel their own importance in the role they play at home, school and in the community.

_____ 11. To assist students to increase their understanding of their own interest and their academic and non-academic strength and weaknesses.

_____ 12. To assist students to understand reasons for their own behavior.

Major goal: To assist students in developing an understanding of and a positive attitude toward others.

Sub-goals:

_____ 1. To assist students to understand that all people are both alike and different.

_____ 2. To assist students to understanding that all people have both strengths and weaknesses relative to aptitudes and abilities.

_____ 3. To assist students to understand the behavior of others.

_____ 4. To assist students to have respect and acceptance of other people.

_____ 5. To assist students to be able to work and play co-operatively with others.

_____ 6. To assist students to feel and be socially accepted by age-mates and adults.

_____ 7. To assist students to understand the interests of others.

_____ 8. To assist students to begin to develop social independence as compared to peer-group conformity.

_____ 9. To assist students to increase their understanding of the individual differences of people.

MIDDLE SCHOOL - SECONDARY

Major goal: To assist students to understand the meaning of self-concept.

Sub-goals:

_____ 1. To assist students in seeing how knowledge concerning interests, aptitudes and achievement contributes to self-concept.

_____ 2. To assist students in relating environment to self-concept.

_____ 3. To assist students in developing self-understanding.

_____ 4. To assist students in utilizing knowledge of self.

Major goal: To assist students in developing an understanding of and a positive attitude toward others.

Sub-goals:

_____ 1. To assist students in perceiving self as it interacts with others.

_____ 2. To assist students in recognizing that others have similar problems and concerns.

_____ 3. To assist students in seeing the need for a positive relationship with others.

_____ 4. To assist students in resolving problems with others.

_____ 5. To assist students in an understanding of the individual differences of people.

ELEMENTARY - MIDDLE SCHOOL - SECONDARY

Major goal: To assist students in developing their knowledge of the world of work.

Sub-goal:

_____ 1. To assist students to know about the occupations of their parents.

_____ 2. To assist students to know the various workers in the school and the jobs they perform.

_____ 3. To assist students to have an understanding of the jobs of various workers in the community.

_____ 4. To assist students to have a basic understanding of the producer - distributor - consumer relationship in our society.

_____ 5. To assist students to have a general knowledge of the economics of family living.

_____ 6. To assist students to have an understanding of the interdependency among workers.

_____ 7. To assist students to know that the qualifications for different occupations vary relative to the physical and mental abilities, educational experiences and personal characteristics.

_____ 8. To assist students to have the understanding that both men and women of all races, religious and ethnic backgrounds are found in every occupation; and that none of thes factors should limit an individual in his choice of occupation.

_____ 9. To assist students to understand a wide variety of occupations in the community state and nation.

_____ 10. To assist students to expand their understanding of the economics of the family and begin to relate this knowledge to the supply and demand concept and to the national economy.

_____ 11. To assist students in broadening their knowledge of the interdependency among workers, especially as it relates to specialization.

_____ 12. To assist students to learn the concept of job families.

_____ 13. To assist students to learn the major qualifications of a variety of occupations.

_____ 14. To assist students to learn that the economic rewards of the different occupations vary due to many factors including the individual's education or training, degree of responsibility, skill of the worker and demand for it

_____ 15. To assist students to have a general understanding of the rapid technological changes taking place in our society and how these changes may affect the occupations of the future.

_____ 16. To assist students to understand that career opportunities are affected by geographic location, supply and demand for a particular type of work, the country's economy, and laws.

_____ 17. To assist students to know that everyone has the potential for success in a number of occupations.

Major goal: To assist students in developing positive attitudes toward all types of work.

Sub-goals:

_____ 1. To assist students to develop the attitude that all work has dignity and honor for the person who performs it.

_____ 2. To assist students to develop the realization that all honest work is important and of value to our society.

_____ 3. To assist students to develop an understanding that the basic necessities (food, shelter, and clothing) and the comforts and luxuries of life are provided by adults and in the family who earn money from working.

_____ 4. To assist students to develop an awareness that there is personal satisfaction in doing a job successfully.

_____ 5. To assist students to develop an awareness that one achieves self-esteem through work.

_____ 6. To assist students to develop an understanding of how work makes other aspects of life more satisfying through social contacts and meaningful experiences.

_____ 7. To assist students to develop an awareness of the contribution an occupation makes toward the total personality of the individual.

_____ 8. To assist students to develop the realization that work provides an individual with feeling of economic security.

Major goal: To assist students in understanding the value of education in relation to the world of work.

Sub-goals:

_____ 1. To assist students to understand the ways that their subjects are used and needed by workers.

_____ 2. To assist students to understand the problems that a worker might have if he had not learned some of his school subjects.

_____ 3. To assist students to understand how their likes and dislikes of school subjects relate to types of work.

_____ 4. To assist students to understand how their interests and aptitudes in school subjects relate to success and happiness in work.

_____ 5. To assist students to understand that good study habits are carried over into the world of work.

_____ 6. To assist students to understand that the practical, problem-solving aspects of the education setting are applicable in the world of work.

Major goal: To assist students in acquiring skills necessary for occupational adjustment.

Sub-goals:

_____ 1. To assist students to perform the fundamental skills of reading, writing and arithmetic.

_____ 2. To assist students to develop motor-coordination skills appropriate for their ages and maturation levels.

_____ 3. To assist students to develop the social skills necessary for getting along with age-mates and adults.

_____ 4. To assist students to develop means of self-expression and creativity.

_____ 5. To assist students to know the social mores of our society.

_____ 6. To assist students to expand their ability to perform the fundamental academic skills necessary for all occupations and successful living.

_____ 7. To assist students to continue to develop responsibility appropriate for their ages and maturation levels.

_____ 8. To assist students to begin to develop their aptitudes and interests.

_____ 9. To assist students to develop critical thinking.

Major goal: To assist the student in developing the ability to make decisions wisely.

Sub-goal:

_____ 1. To assist students to develop the ability to make decisions and choices relating to their activities.

_____ 2. To assist students to begin to develop independent initiative.

_____ 3. To assist students to develop good work and study habits.

_____ 4. To assist students to develop responsibility appropriate for their ages and maturation levels.

MIDDLE SCHOOL - SECONDARY

Major goal: To assist students in broadening their knowledge of the world of work.

Sub-goals:

_____ 1. To assist students to see that occupations influence one's life style.

_____ 2. To assist students to become familar with the dynamic nature of work.

_____ 3. To assist students to know how people get work.

_____ 4. To assist students to become familar with occupational opportunities.

_____ 5. To assist students to realize the relationship and interpendence of work.

Major goal: To assist students in developing positive attitudes toward all types of work.

Sub-goals:

_____ 1. To assist students to know what attitudes are and how they relate to work.

_____ 2. To assist students to recognize that there is dignity and worth of work.

_____ 3. To assist students to see success and satisfaction factors associated with work.

_____ 4. To assist students to develop a humanistic attitude for helping others through work.

Major goal: To assist students in understanding the value of education in relation to the world of work.

Sub-goals:

_____ 1. To assist students in relating education to career planning.

_____ 2. To assist students to realize that school prepares them for the world of work ahead.

_____ 3. To assist students to recognize education in the basic skills as preparation for work.

_____ 4. To assist students to understand the need for education in the existing world of work.

_____ 5. To assist students to see the possible relationship of extra-curriculuar and co-curricular activities to work.

_____ 6. To assist students to understand that practical, problem-solving aspects of the education setting are applicable to the world of work.

Major goal: To assist students in personalization of work situations.

Sub-goals:

_____ 1. To assist students in developing their ability to make specific comparisons of themselves as workers and jobs.

_____ 2. To assist students in understanding the steps or activities usually considered necessary for gaining employment.

_____ 3. To assist students in realizing throughout their lives, job comparison, job evaluation, and job adjustment is a continuous process.

_____ 4. To assist students to expand their ability to perform the fundamental academic skills necessary for all occupations and successful living.

_____ 5. To assist students to continue to develop social skills for getting along with age-mates and adults.

_____ 6. To assist students to develop their apitudes and interests.

_____ 7. To assist students to develop critical thinking.

Major goal: To assist students in developing the ability to make decisions wisely.

Sub-goals:

_____ 1. To assist students in becoming familar with the decision-making process.

_____ 2. To assist students in relating the decision-making process to educational and/or career possibilities or choices.

_____ 3. To assist students by providing opportunities to apply decision-making skills to real or simulated situations related to career choices.

_____ 4. To assist students in developing their ability to accept the responsibility for their decisions.

APPENDIX B
STEP II
TALLY SHEET
(example)

GOAL	TEACHERS		STUDENTS		PARENTS		COMMUNITY LEADERS	
1	9	(10)	5	5	3	3	4	4
2	1	1	7	(7)	5	5	2	2
3	3	3	2	2	5	5	5	5
4	0	0	5	5	7	(7)	1	1
5	5	5	3	3	0	0	3	3
6	2	2	10	(10)	6	(6)	12	(12)
7	8	(8)	15	(15)	2	2	10	(10)
8	1	1	12	(12)	8	(8)	3	3
9	1	1	1	1	2	2	2	2
10	2	2	0	0	3	3	1	1
11	9	(9)	2	2	3	3	5	5
12	1	1	1	1	9	(9)	14	(14)
13	2	2	3	3	2	2	7	(7)
14	3	3	2	2	1	1	0	0
15	1	1	1	1	2	2	5	5
16	2	2	3	3	7	(7)	2	2
17	0	0	13	(13)	5	5	15	(15)
18	7	(7)	2	2	2	2	4	4
19	1	1	1	1	1	1	1	1
20	2	2	3	3	2	2	0	0
21	6	(6)	5	5	1	1	2	2
22	2	2	2	2	0	0	1	1
100	1	1	1	1	3	3	5	5

APPENDIX C
STEP III
DETERMINING PRIORITIES
WORKSHEET
(example)

	PHASE I					PHASE 2					
						DISCREPANCY SCORE				PRODUCT	
GOAL	TEACHER	STUDENT	PARENT	COMMUNITY	TOTAL	LARGE	AVERAGE	SMALL	NONE	Total x Discrepancy Score	DISCREPANCY PRIORITIES
1	✓				(1)			1		1	No. 6
2		✓			(1)		2			2	No. 5
3										—	
4			✓		(1)				0	0	
5										—	
6		✓	✓	✓	(3)	3				9	No. 1
7	✓	✓		✓	(3)		2			6	No. 2
8		✓	✓		(2)	3				6	No. 2
9											
10											
11	✓				(1)			1		1	No. 7
12			✓	✓	(2)		2			4	No. 3
13				✓	(1)	3				3	No. 4
14											
15											
16			✓		(1)				0	0	
17		✓		✓	(2)			1		2	No. 5
18	✓				(1)				0	0	
19											
20											
21	✓				(1)			1		1	No. 6
22											

APPENDIX D
STEP IV
FINAL PRIORITIES WORKSHEET
(example)

DISCREPANCY PRIORITIES	STATEMENT OF GOAL	OTHER FACTORS	FINAL PRIORIT
	No. 4, 16, 18 - Product was "0".	None	
	This indicates goals now	None	
	attaining. These should be	None	
	listed first.		
1	No. 6 - Product show largest	None	1
	discrepancy		
2	No. 7 & 8 - Second largest	Facilities and Cost	X
	discrepancy		
3	No. 12	Counselor - pupil ratio too high	X
4	No. 13	None	2
5	No. 17 & 2	None	3
6	No. 1 & 21	None	4
7	No. 11	Community mores	X
	Goals No. 4, 16, 18 should be		
	continued		
	Goals 6, 13, 17, 2, 1, 21		
	should complete your final		
	set of goals		

COMMONWEALTH OF KENTUCKY

Department of Education

FRANKFORT 40601

DIVISION OF GUIDANCE SERVICES

TO: Counselors

FROM: Dr. Curtis Phipps, Director, Division of Guidance Services

RE: Evaluation of Guidance Plan

DATE: April 20, 1974

This fall all counselors were requested to submit a copy of their plans for guidance services for the school year 1973-74 and were reminded that an evaluation of the program would be required by June 15, 1974.

Evaluation is that necessary part of the guidance program which helps to provide information essential to determining the adequacy of the program. The evaluative process determines the outcomes of the program, whether the program's objectives have been met, and the appropriateness of the implementation. Evaluation provides direction for program improvement and future planning and supplies important data for future needs assessments.

Evaluation can be of particular use to the counselor and supportive of the guidance program in the following important ways:

Student Needs: Evaluation identifies the special and developmental needs of the students for guidance.

Public Relations: Evaluation helps to develop mutual understandings and cooperative working relationships among the total school staff.
It provides a way to communicate the accomplishments of the program and its implications for the future.

Program Improvement:
Operational Improvement: Evaluation can determine if the program has been operated as planned and indicate what changes may be necessary

Staff Improvement: Evaluation can provide tools and strategies for helping guidance personnel improve their own practices and techniques.

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Supportive Resources: Evaluation can provide data for research. It can document the need for continuation and expansion of resources (i.e., staff, materials, scoring services, audio-visual equipment).

Accomplishments: Evaluation can document the degree of success of the planned program and provide additional information about the program.

The attached information, report forms, and samples of evaluative instruments are designed to facilitate the reporting. Area supervisors encourage counselors to contact them for assistance.

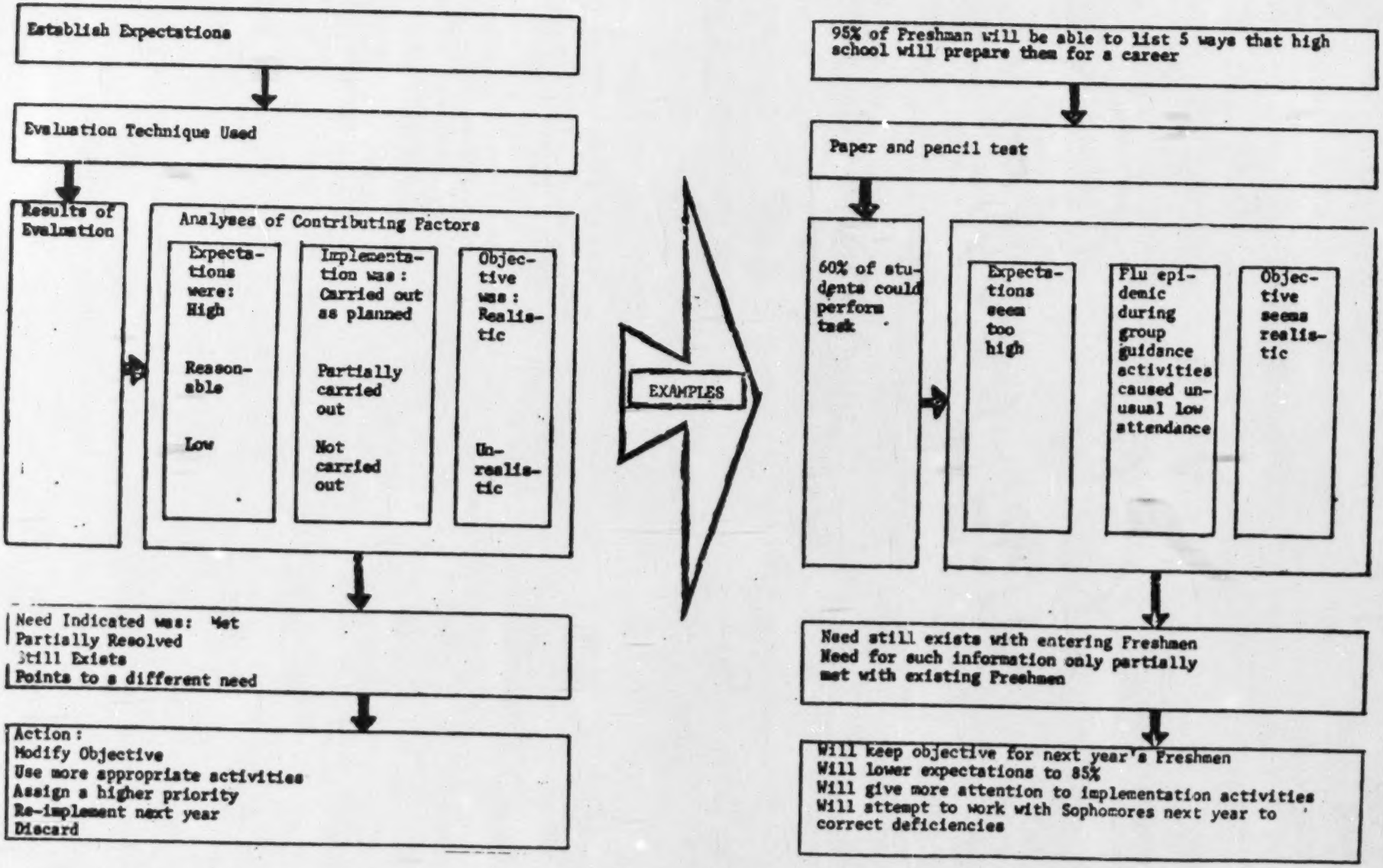
EVALUATIVE TECHNIQUES

The type of evaluative technique used and its content are determined by the kind of evaluative information needed. One instrument alone can provide different kinds of data depending on its content. For instance, a checklist for students to fill out at the end of a counseling session might be utilized to determine not only numbers but such items as degree of satisfaction, reason for the session, referral agent, and grade level.

Regardless of the techniques used, a good program of evaluation should be complete; the content should provide all necessary information; it should include as many indicators of behavioral change related to the program's performance objectives as possible; it should be continuous as well as summary; it should involve as many students, staff, and parents as possible and appropriate; it should be concise and easy to understand; and it should provide information for follow-up studies, future needs assessment, and research.

Samples of evaluation forms used by Kentucky counselors this past year are included in your recent issue of the Kentucky Guidance Digest. Please refer to it for examples.

FLOW CHART FOR EVALUATION OF OBJECTIVES


Establish Expectations
Evaluation Technique Used
Results of Evaluation
Analyses of Contributing Factors
Expectations were: High
Reasonable
Low
Implementation was: Carried out as planned
Partially carried out
Not carried out
Objective was: Realistic
Unrealistic
Need Indicated was: Met
Partially Resolved
Still Exists
Points to a different need
Action:
Modify Objective
Use more appropriate activities
Assign a higher priority
Re-implement next year
Discard
EXAMPLES
95% of Freshman will be able to list 5 ways that high school will prepare them for a career
Paper and pencil test
60% of students could perform task
Expectations seem too high
Flu epidemic during group guidance activities caused unusual low attendance
Objective seems realistic
Need still exists with entering Freshmen
Need for such information only partially met with existing Freshmen
Will keep objective for next year's Freshmen
Will lower expectations to 85%
Will give more attention to implementation activities
Will attempt to work with Sophomores next year to correct deficiencies

FINAL EVALUATION REPORT FORM

The following chart indicates items which should be included on the final evaluation report form you return.

Objective	Evaluative Technique Used	Results	Need Indicated	Proposed Action
List here the objectives which you have implemented and evaluated this year.	List the evaluative technique (i.e. survey, rating, scales, check-sheets) used to evaluate each of the objectives.	Tally and analyze the results of the evaluations to determine what happened in the implementation of each objective. Briefly list the results for each of the objectives.	After you compare <u>actual</u> out-comes with <u>desired</u> out-comes, determine discrepancies between the two to get a measure of adequacy and list the needs indicated (if any) for each objective.	Indicate here the action you intend to take in regard to each objective implemented and evaluated this year. (i.e. use as part of a future needs assessment, use in public relations use in curriculum development, use in reporting, etc.)

VII EVALUATION OF GUIDANCE PROGRAM

SCHOOL IDENTIFICATION:

A. Name of school: _____ Phone: ( ) _____

Address: _____
Street City School District

B. School organization: _____ elementary _____ junior high or middle school;
_____ high school

C. Total school enrollment: _____

D. Name of counselor(s) _____

INSTRUCTIONS FOR REPORTING:

1. Complete School Identification
2. Review introduction and purposes
3. Complete Evaluation Summary Report Form
4. Complete Evaluation Checklist for Use of Results
5. Secure signatures
6. Enclose examples of evaluative forms used
7. Mail the following to the Division of Guidance Services:
   a. Completed School Identification Sheet
   b. Completed Evaluation Summary Report Forms
   c. Completed Evaluation Checklist for Use of Results (including all signatures)
   d. Examples of evaluative forms used

EVALUATION CHECKLIST FOR USE OF RESULTS

CHECK APPROPRIATE ANSWER:

USE OF RESULTS	Have Done	Will Do	Unable to Do	See No Need to Do
1. Share with staff				
2. Share with students				
3. Share with community				
4. Share with news media				
5. Use as part of needs assessment for planning				
6. Use in research				
7. Use in modification of program				
8. Use in development of new guidance techniques				
9. Use as implication for self-improvement				
10. Use in up-dating and expanding resources				
11. Use as implication for staff development				
12. Use in articulation of system's guidance program				
13. Use to increase working relationships with teachers				
14. Use in curriculum development				
15. Use in workshops and in-service				
16. Other uses:				

SIGNATURES:

This is to certify that I have participated in and/or reviewed the evaluation of the guidance program of this school and that I am aware of its content.

Superintendent _____ Principal _____

Counselor submitting evaluation _____ Chairman of guidance committee _____

Date submitted _____ Date received _____